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ABSTRACT

Suggestions are made for developing a successful inservice course for credit. Advice is given for program coordinators, inservice councils, and instructors. Suggestions are also made for followup to ascertain if the competencies acquired during the course are being put to use in the classroom. (JD)

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HOW TO DEVELOP A SUCCESSFUL IN-SERVICE COURSE FOR CREDIT

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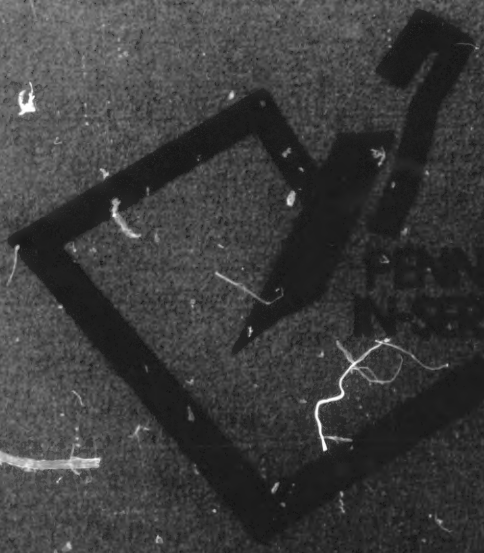

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MAY 16 1980

HOW TO DEVELOP A SUCCESSFUL IN-SERVICE COURSE FOR CREDIT

The following suggestions will aid in the development of successful in-service courses. They are the results of attendance at innumerable in-service council meetings; follow-up evaluation conferences with teachers, administrators, board members, college and intermediate unit personnel; experience as the principal architect of the PDE In-Service Guidelines; and the individual and cooperative development of numerous in-service programs.

Suggestions for Coordinators:

1. Go first-class. Veteran teachers merit (and demand when possible) practical, hands-on, interesting, clinically oriented, no-nonsense courses which meet their individual and organizational needs.
2. Involve teachers in planning in-service programs. Administrators and school board members (particularly when you are developing organizational needs), college, community and IU personnel; and even students on occasion can contribute to planning.
3. Obtain the highest qualified instructors, perferably those with considerable classroom and other field experiences. Occasionally involve interesting consultants from different fields; for example, judges, physicians, attorneys, musicians, drug addicts, gunsmiths, photographers and other appropriate personnel who can enrich and enliven a course.
4. Provide an adequate course description so that participants can determine if the course will really improve their teaching performance (the only valid reason for a course).

5. Develop practical, hands-on, product-oriented courses. Veteran teachers almost always possess the theoretical background; they want to know "what really works in the classroom."
6. Attend the first class session to determine if the class environment is satisfactory and if sufficient equipment and materials are available, and to show respect for the welfare and progress of the class.
7. Make compensation for instructors equitable, negotiable and commensurate with their education, experience and reputation for past effectiveness.
8. Obtain a final evaluation of each course by participants and instructors. A passing or failing grade is effective in stimulating maximum results.
9. Run an early course evaluation (preferably during the first or second session) so that course direction can be modified, if necessary.
10. Consider the past performance of the instructors as the most valid criterion for the success of proposed courses.
11. Plan for career development. The goal is to insure the attainment of individual and organzational objectives. The teacher and his/her supervisor can very effectively develop this plan.
12. "Market" your courses, as you would any other product.
13. Meet the needs of supervisors, administrators and school board members by developing programs relevant to them.

14. If a course is not producing desired results, consider improving it, terminating it, or deciding on alternatives.

15. Have expertise in broad curriculum areas and meritorious teaching experience in special fields. The ability to occasionally teach a course yourself is desirable.

16. Include the following minimal schedule information (1) course title, (2) course description, (3) location, (4) use of credits, (5) date and time of course, (6) instructors, and (7) cost.

Suggestions for In-Service Councils:

1. Make council bylaws helpful guidelines for a comprehensive program. Bylaws should not be restrictively detailed or couched in legal language.

2. Select and develop courses based upon a valid assessment of teachers' needs or as requested by school boards, superintendents, state department personnel or other appropriate groups.

3. Attempt to have most courses taught locally and in a typical, fully equipped classroom. Artificial surroundings requiring extensive travel should be minimized.

4. See that stimulants, such as in-service or college credits, salary increments, potential promotions, successful teacher ratings, teacher awards and a higher level of self-esteem, are available.

5. Widely distribute schedules containing enrollment forms, (see attached sample) in faculty rooms, administrative offices and other areas. Use radio, TV and other media to publicize the program.

6. Don't let in-service mean only a group of participants sitting in front of, or around, an instructor. Occasionally, it is a tour of pertinent places in another county, state or nation. It may consist of visits by consultants, field trips to an appropriate place, activities suggested by the class, or other experiences which will improve teaching. Council should occasionally request an experimental course of a pioneering nature.
7. Interact with various educational groups and individual course developers when you feel it is desirable.

Suggestions for Instructors:

1. Get into the topic immediately. Long introductory, perfunctory remarks are a waste of valuable in-service time.
2. Give teachers an in-depth coverage of useful, proven concepts, not a generic attempt to solve all teachers' problems.
3. Offer new ideas, useful approaches that participants can choose from, and new challenges to increase teachers' effectiveness in the classroom. Invite other successful teachers in as consultants.
4. Establish a highly motivated, professional, democratic classroom atmosphere. Busy work is taboo with veteran educators.
5. Use visual aids, workable handouts and other materials extensively.
6. Be respectful of participants and they will respect you.
7. Give teachers a functional, almost step-by-step approach to how others have successfully handled certain learning tasks.
8. Vary your approaches. Repetition of the same technique (particularly lecturing) is rated "unsatisfactory" by participants.

9. Use "rah-rah" theoretical speakers sparingly. Participants are most likely to respect their compatriots who are presently, or were recently, highly successful teachers.

Suggestions for Follow-up:

1. Establish course follow-up to ascertain if the competencies acquired are being put to use in the classroom.

   Some possibilities are:

   a. Involvement of coordinators/supervisors.

   b. Sharing products developed in the course.

   c. The use of sequence courses.

   d. Reevaluation of participants after a few months.

2. Periodically evaluate the overall in-service program to determine future approaches.

REGISTRATION FORM

Program Title _____

Name _____

Address _____

_____ Zip _____

Telephone _____

District _____ School _____

Grade _____ Fee Enclosed $ _____

Return this registration form and fee (where applicable) to Director, Staff Development, Bucks County Schools, I. U. No. 22, Doylestown, PA 18901.

Evaluation Form
CARBON-LEHIGH INTERMEDIATE UNIT 21

Title of Workshop: _____ Date __/__/__

Instructor: _____

Program Evaluation:

Part I: Please respond to each item by circling the number which best described your reaction to the inservice program you have completed. Space is provided for comments below the numerical ratings.

		Excellent		Good		Poor
A.	Overall rating of course	5	4	3	2	1
B.	Objectives of course clearly understood	5	4	3	2	1
C.	Objectives of course realized	5	4	3	2	1
D.	Adequate materials/resources/aids	5	4	3	2	1
E.	Contribution to professional development	5	4	3	2	1
F.	Applicability to my educational assignment	5	4	3	2	1
G.	Instructor	5	4	3	2	1
H.	Appropriate teaching strategies	5	4	3	2	1
I.	Opportunity for interaction	5	4	3	2	1

Comments (please key specific comments to the letter(s) of the item(s) above)

Part II: Inservice needs: please indicate below (J.) your suggestions for improving or expanding on the program you have just completed and list (K.) other topics which should be considered for future inservice courses.

J. Suggestions for improvement/expansion of this program:

K. Future inservice needs: